



GUIDELINES

STUDENT WELLBEING & RESPONSIBLE BEHAVIOUR

Corporal Punishment is not permitted at Huntingtower

Introduction

Wellbeing is essential to students achieving successful learning outcomes, realising their potential, engaging in wider school life and successfully making transitions through different learning and life stages. Working in partnership with parents to help our students to become thoughtful, happy and resilient individuals who love learning and find their schooling stimulating and challenging.

Core Values

The schools endeavour is that students should be able to:

- Learn without distraction or interference from others
- Work in a safe environment
- Feel safe from harassment, bullying and discrimination
- Be shown respect by their peers and school staff
- Be empowered to take responsibility for their behaviour and progress

The school's core values of kindness, optimism and unlimited potential form the cornerstone of the positive relationships forged amongst students and teaching staff at all levels within the school. These values also provide the foundation for the kind of responsible behaviour expected of our students when at school and when representing the school and in the wider community.

Wellbeing Framework

The school's wellbeing framework includes the following areas of activity where the school aims to offer wellbeing support for our students.

- **Prevention**
 - The majority of our work should occur in the prevention area, as this reduces the demand required in the other areas
 - The Child Safe Standards are also aligned with the prevention area, as they guide hiring procedures and encourage protective behaviour education, which try to shield a child from sexual assault/abuse/harassment
 - All of the mindfulness, gratitude, and empathy education we provide students also falls within the prevention area
 - All of these programs aim to empower the students, to learn to protect themselves, advocate for themselves and know when to seek assistance

- **Early Intervention**
 - Aim is to identify and target at risk individuals as early as possible to minimise problems or disruptions
 - Aim is to ensure the provision of support for individuals at crisis point so that they can regain confidence, reduce impact, and avoid any disruption to their schooling
 - What is needed?
 - Clear referral procedures (both internal and external referrals)
 - Ensure care and consistent approach across all wellbeing situations
 - Clear communication between all relevant stakeholders
 - Clear notetaking/documentation
 - Yearly staff training in Mandatory Reporting, the Reportable Conduct Scheme, Duty of Care (including, but not limited to, understanding the balancing of the Privacy Act v's Duty of Care responsibilities)

- **Restore Wellbeing**
 - Aim is to manage incident/issues and limit impact so that those affected by incidents or crisis are supported to minimise risk and promote improved health and wellbeing
 - Teachers should be trained in best practice approaches
 - Our evacuation and lockdown procedures/drills are part of this area, as they are designed to limit the impact of possible events

Code of Behaviour

It is expected that students will strive to:

- Foster a positive learning environment by:
 - practising honest and trustworthy behaviour
 - being well prepared for each lesson and activity
 - completing set work to the highest personal standard and meeting assessment deadlines
 - approaching teachers if work is not understood, if a class is missed or if they will find it difficult to meet a deadline
 - following instructions
 - participating positively and cooperatively in class discussion and activities
 - expressing oneself in a respectful manner and accepting the rights of others to hold views different from their own
 - participating in the school's programs, including attending camps, excursions and incursions unless special exemptions apply

- Promote a positive school culture and climate by:
 - being polite and courteous to all members of the school Community, visitors to the school and to one another
 - being punctual to all commitments
 - not engaging in any form of bullying, whether physical, verbal, in writing or through the use of digital technology
 - wearing their uniform in a manner which is consistent with the school's policy
 - not possessing or using cigarettes, alcohol, drugs or such prohibited substances of any kind

- Maintaining a safe and clean school environment by:
 - ensuring their own safety and the safety of others
 - respecting the privacy of others
 - ensuring that school equipment is handled carefully and that buildings and furniture are cared for

- respecting the school's property and assisting in the maintenance of neat, tidy locker areas and surroundings
- contributing to a litter free school environment
- recycling where appropriate

Responsibilities of Teachers

Teachers at Huntingtower can expect to teach in an orderly and cooperative environment and to be respected as professionals who have the best interests of the students always at heart.

Teachers have a responsibility to:

- Teach according to the prescribed Huntingtower curriculum, employing effective pedagogy and a variety of teaching methods
- Model respect, fair treatment and problem-solving behaviours
- Use language that emphasises positive thought patterns.
- Communicate clear expectations about the nature of work to be completed, in line with school's pedagogy approaches. Keep students informed about their progress regularly.
- To know and follow the school's policy and guidelines
- Promote high expectations about learning achievement and acceptable patterns of behaviour in all students
- Work in partnership with parents and carers to enhance learning outcomes and to support the wellbeing and conduct of the student
- Respond to colleagues and parents in a professional manner
- Respect differences in gender and the cultural and linguistic backgrounds of students
- Take into account the impact of physical and intellectual disability, trauma and disadvantage on the learning process and make adjustments appropriately
- Address any issues of sexual harassment, racism or bullying in a promptly and professional manner
- Develop classroom management strategies which support the participation of all students

Responses to Inappropriate Behaviour - Secondary School

Students are encouraged always to strive by exercising self-discipline, respecting the rights, and taking responsibility for their own actions.

When behaviour is inappropriate, the school responds by directly addressing the behaviour with the student concerned and, if appropriate, with the parent.

Students are entitled to procedural fairness. This means that where concerns about inappropriate student behaviour are identified, a student will be given an opportunity to respond to those concerns before a decision has been made that the behaviour occurred (and regarding the consequences that should follow). Ordinarily this opportunity will be provided in person when the concerns are raised with the student, and may occur at the time the behaviour is observed. In some cases, the school may decide to give the student time to consider the concerns and provide a response at a later date (either in person or in writing, at the school's discretion).

Responses to inappropriate student behaviour are applied with the following in mind:

- Responses will be determined by the nature of the inappropriate behaviour and the context in which it occurred
- Responses should be consistent in application
- Responses should be sensitive to any special circumstances
- Responses should address any harm done and work to restore positive relationships wherever possible, which in some cases may result in restorative practices being emphasised instead of discipline

Secondary School General Instructions:

- Level One – may contact Mentor at your discretion. If in doubt, report up
- Provide procedural fairness where inappropriate behaviour is not directly observed
- If unsure of the level of response, always report up and discuss with a more senior staff member
- Head of Middle or Senior School will ensure YLC's are regularly kept informed
- YLC's will ensure mentors are regularly kept informed
- Suspensions (internal and external) and Expulsions (Level 5) are always referred to the Principal
- Police are always to be informed if a law has been broken
- Document incidents of inappropriate behaviour (and responses)

Responses Chart: Secondary School

Some possible responses by staff at the school (including Teachers, Coordinators and Deputy Heads of school and the Principal) to inappropriate behaviour by Secondary School students are listed in the following table.

It should be emphasised that the following responses are not automatic and are not necessarily sequential. The response to inappropriate behaviour will be determined by the school having regard to what is considered appropriate in the circumstances, and in some cases may emphasise restorative practices rather than discipline.

Example of incident	Possible response (Level 1)	Possible response (Level 2)	Possible response (Level 3)	Possible response (Level 4)
Low level class/yard incident (spitting etc)	Reprimand, or discussion with, observing teacher.	If unresolved, contact student's mentor and/or YLC.		
Lateness to school/class.	Period 1 student must sign in at Reception. Mark late on roll.	Repeated lateness. Register student for misdemeanour session via portal. If continues, contact HoMS or HOSS.	Refer to Head of Middle or Senior School. Student Progress Card used as appropriate.	
Uniform infringement	Reprimand, or discussion with, observing teacher.	Register student for misdemeanour session via portal. If continues, contact HoMS or HOSS.	Refer to Head of Middle or Senior School.	
Unprepared for class (equipment/technology etc)	Reprimand, or discussion with, observing teacher.	Contact student's mentor and/or YLC who will contact parents.	Refer to Head of Middle or Senior School. Student Progress card used as appropriate.	
Inappropriate behaviour	Reprimand, or discussion with, observing teacher.	Contact student's mentor and/or YLC who will contact parents.	Refer to Head of Middle or Senior School. Student Progress card used as appropriate. May be the requirement to attend counselling/wellbeing support.	Student may be suspended by Head of Middle or Senior School in consultation with the Principal.
Unsafe behavior which may endanger self or others <ul style="list-style-type: none"> Must report to Level 3 staff 	Reprimand, or discussion with, observing teacher.	Teacher actively intervenes. Prevention of action or withdrawal from situation. Contact student's mentor and/or YLC who will contact parents.	Refer to Head of Middle or Senior School. May be the requirement to attend counselling/wellbeing support.	Student may be suspended by Head of Middle or Senior School in consultation with the Principal.

Example of incident	Suggested response (Level 1)	Suggested response (Level 2)	Suggested response (Level 3)	Suggested response (Level 4)
Inappropriate use of technology	Reprimand, or discussion with, observing teacher.	Contact student's mentor and/or YLC who will contact parents. Access to technology may be withdrawn.	Refer to Head of Middle or Senior School. May be the requirement to attend counselling/wellbeing.	Student may be suspended by Head of Middle or Senior School in consultation with the Principal.
Cheating or plagiarising	Caution and instruct student and class as a whole.	Contact Head of Department and YLC. Student will be penalized. Parents informed.	If in case of a VCE task or major assessment piece, refer to VCE Coordinator, Head of Middle or Senior School and Deputy Principal. VCE Regulations apply.	Student may fail task or unit.
Bullying Behaviours As these behaviours are repeated and established must report to Level 3 staff			Refer to Head of Middle or Senior School. Parents will be informed. May be the requirement to attend counselling/wellbeing. Police called if acting illegally.	Student may be suspended by Head of Middle or Senior School in consultation with the Principal.

Acting Illegally (e.g. alcohol, drugs, assault, sexting, issues of consent etc.)		Refer to Head of Middle or Senior School. Parents will be informed. May be the requirement to attend counselling and/or wellbeing support. Police called.	Student may be suspended by Head of Middle or Senior School in consultation with the Principal.
<ul style="list-style-type: none"> Must report to Level 3 staff 			

Establishing appropriate behaviour in the Junior School

We seek to assist our students:

- To be resilient and content
- To feel safe and supported
- Empowered to make wise and safe choices
- Empowered to be independent thinkers
- Able to cope with challenging and unexpected unpleasant experiences
- To be grateful for what they have
- Enjoy the opportunities provided in the school and to be active participants in many facets of school life
- To be respectful of and empathetic towards others
- To be diligent and enthusiastic learners, even if they find academics challenging

Student Needs	Programs/Learning Opportunities
Safe and productive working environment	<ul style="list-style-type: none"> • See responsible behavior chart • Trust Mapping
Empowering children to maintain safe behaviours	<ul style="list-style-type: none"> • ELC, Foundation & Year 1 - safe behaviour program run by counsellor • Cybersafety programs - IT; ICT use policy signed by students • Years 2, 4 & 6 Family Life programs
Support for students with learning challenges	<ul style="list-style-type: none"> • Learning Enrichment Program to support students in conjunction with the classroom teacher • Specialised programs • Individual Learning Plans
Support for students with emotional and social challenges	<ul style="list-style-type: none"> • Support daily in the classroom, staff keeping an eye out in the playground. • In consultation with parents, Counselling Services available
Support for students with family challenges	<ul style="list-style-type: none"> • Counselling Services available • Intervention • Referrals • Regular contact when there is a family challenge • Support with strategies
Support for students with physical challenges	<ul style="list-style-type: none"> • Support to participate as fully as possible • Modification of Programs where necessary;
Development of Emotional/ Social Well Being	<ul style="list-style-type: none"> • Child safe Programs - family Life Years 2, 4, & 6 • Care Program - Year 5 • Who am I Program - Years 3 & 4 • Mindfulness and meditation for students • School assemblies • Trust Mapping
Opportunities for Leadership	<ul style="list-style-type: none"> • Year 6 Leadership Program • Junior School Council (ELFs) • Peer support • Leading small groups in sports programs and during multiage day activities.
Opportunities for Participation in a range of Activities to encourage a sense of worth and a willingness to 'have a go'.	<ul style="list-style-type: none"> • Musicals, choir inclusive of all children • Activities aim to provide as many opportunities as possible • An active life-style encouraged by daily walking, ready for running, participation in all sporting events
Spiritual Values to uplift and guide	<ul style="list-style-type: none"> • Assemblies where virtues and ideas linked to our yearly them are explored to provide strategies to tackle the day to day challenges of life.
Understanding and informed Staff	<ul style="list-style-type: none"> • Staff to engage in Child Safe update programs • Staff to be provided with notes about questions to ask in relation to Child Safety. Revisiting mandatory reporting at least yearly • Staff expected to read and sign off on policies yearly • Training in working with children with special needs such as autism • Professional development in managing difficult conversations with children and their parents.

Responses to Inappropriate Behaviour - Junior School

Junior School students at Huntingtower are encouraged to develop self-discipline, demonstrate respect for the rights of others, and take responsibility for their own actions.

When behaviour is inappropriate, the school responds by directly addressing the behaviour with the student concerned and, if appropriate, with the student's parents. Students in the Junior School are also entitled to procedural fairness.

Responses to inappropriate student behaviour in the Junior School are applied with the following additional considerations in mind:

- Try to correct inappropriate behaviours with affirmation of the correct behaviours
- Encourage students to reflect on poor behaviours and consider the ways they can be reversed
- Encourage students to employ the positive strategies discussed in assemblies, classes and special programs in relationships with others

Responses Chart: Junior School

Some possible responses by staff in the Junior School (including Teachers, Head of Junior School and the Principal) to inappropriate student behaviours are listed below.

It should be emphasised that the following responses are not automatic and are not necessarily sequential. The response to inappropriate behaviour will be determined by the school having regard to what is considered appropriate in the circumstances, and in some case may emphasise restorative practices rather than discipline.

Related to (possible actions)	Response	Who
Low level class / yard incident	Teacher discussion	All teaching staff
A more serious class or yard incident, or incidents which have been repeated in close succession or starting to become a pattern of inappropriate behaviour	Notes in the Junior School diary to parents	Class teachers, possibly in consultation with Head of Junior School
A more serious yard incident, or incidents	Exclusion from the playground for a recess or lunch	All teaching staff
Persistent lateness Unexplained absences Repeatedly not meeting uniform, lateness to class, lack of appropriate materials or equipment	Initially, notes in the Junior School diary to parents. May be followed up by phone call from Head of Junior School if patterns persist.	Class Teachers
Repeated non-completion of work Work not of an appropriate standard	Request from teacher for meeting with parent to discuss the issues and put in place strategies	Class Teacher, possibly after consultation with specialist teachers and Head of Junior School

Related to (possible actions)	Response	Who
Repeated: Angry outbursts Bullying behaviours Concerning behaviour	Sessions with the school counsellor	Head of Junior School, classroom teacher in consultation with parents. No child in the Junior School meets with the school counsellor unless there has been prior contact with the parent.
Persistent patterns of inappropriate behaviours: Angry outbursts Bullying behaviours Concerning behaviour	External Counselling suggested.	
Repeated classroom learning breaches	Behaviour Change Plan	Class teacher or specialist teachers in consultation with the Head of Junior School
Repeated serious inappropriate behaviour or continuing bullying behaviours. Situations where the staff do not feel confident the child will obey requests or where it is felt that another child may be bullied if the child attends.	Exclusion from excursions or camps	Head of Junior School
Disrespectful or Unsafe behaviour	Withdrawal from class	Teaching staff in consultation Head of Junior School
Inappropriate behaviour e.g. with technology	Withdrawal of privileges	All teachers
External Suspension	Persistent or serious breaches of code of conduct	Head of Junior School in consultation with the Principal
Expulsion	<ul style="list-style-type: none"> • Persistent and wilful inattention • Interfering with the rights of others • Threatening safety/ wellbeing of others • Acting illegally • Threatening good reputation of school • Use of drugs, alcohol, • Acting illegally • Violence 	Principal in consultation with the Head of Junior School

Procedures for suspension, expulsion and exclusion

The Principal reserves the right to suspend or expel a student who is engaged in repeated inappropriate behaviour, or who engages in serious inappropriate behaviour inconsistent with the school's values (or obligations to protect the health and wellbeing of the school's staff and students).

Ordinarily, the Principal will only exercise this right after giving the student and the student's parents an opportunity to respond to the school's concerns about the student's behaviour, and the consequences that should follow. However, in certain cases the Principal may temporarily suspend a student while that opportunity is being afforded.

A decision by the Principal to suspend, expel or exclude a student from the school can be appealed by the student's parent(s) to the Board. Any appeal should be made in writing within 7 days of the Principal's decision, emailed to the Principal's Executive Assistant and addressed for the attention of the Board.

Communication

Parents will be informed about any formal consequences applied in respect of their child's inappropriate behavior. Where considered appropriate by the school, such as where expulsion is being considered, parents will be invited to attend a meeting with their child and the school before decisions are made.

The student diary is signed daily by parents of students in the Junior School. It is a significant form of communication to parents about issues which the school feels need to be brought to their attention.

These Guidelines are available to staff, parents and students and the school community via the school's website.

In addition, relevant aspects of these Guidelines will be raised at staff and student meetings and highlighted in Bulletins and newsletters.

Related Policies

Student Wellbeing – Responsible Student Behaviour Policy

Evaluation

The Principal is primarily responsible for monitoring Huntingtower's overall compliance with this Policy, which will be reviewed as part of Huntingtower's policy review cycle (and otherwise as and when required).

Authorisation

These Guidelines were authorised by the Principal in November 2018.

Reviewed: March, November 2018, February 2019, 2020, 2021

Date of next review: February 2022